

**The
George
Washington
University**

**1992
President's
Report**

**Pulling
Together**



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Front Cover, left to right: Among GW's more than 100 new faculty members are, from left to right: Krishna R. Kumar, assistant professor of accountancy; Joan E. Schaffner, associate professor of law; Miguel Lopes, visiting instructor in teacher preparation and coordinator of Returned Peace Corps Volunteer Program; William O. Bank, professor of radiology; Sally A. Moody, associate professor of anatomy; and Laura Birou, assistant professor of logistics and operations management (continued on back cover).

Individual appearances by these GW new faces appear throughout the first 20 pages.

At a challenging moment in the history of higher education, GW builds a sense of community

In the summer of 1988, I arrived at GW as the new president of an old and established university. When I look back at what has happened since that time—and at what the members of GW's faculty, administration and staff have caused to happen—I find myself experiencing a great deal of pleasure and just a touch of vertigo.

This progress is exceptional, particularly in light of the times. Even before I came to GW, it was clear that a major crisis in American higher education was brewing. Other educators and I warned that only a significant and nationwide program of academic self-reform could “head off at the pass” the growing number of governors, state legislators, federal officials,

media representatives and ordinary Americans who felt that American colleges and universities were in need of a serious shake-up.

I wish I could say that these warnings were heeded, and that the dawn of the 1990s saw such a self-reform program fully underway in American higher education. But they weren't. And today, the fact that recent years have more than confirmed the validity of those warnings causes me less in the way of exhilaration than it does of grief. Whether one reads about it in the *Washington Post* or the *New York*

Stephen Joel Trachtenberg



Times or the *Wall Street Journal* or the *Chronicle of Higher Education*, whether one hears about it via prime-time TV or the car radio or the neighbor next door, the spectacle now being offered by too many of America's colleges and universities is a most unhappy one.

That's especially true of state-supported schools, which are commonly experiencing budgetary cutbacks twice or even three times in a single academic year. But the note of crisis is all too often heard from private colleges and universities as well, including, today, such schools as Yale, Columbia, Johns Hopkins and Stanford. Even Harvard University, after all, with a capital endowment in the vicinity of \$5 billion, is having problems in balancing its budget!

Had I suspected, as I moved into my office at GW in 1988, that the nationwide situation would become as bad by 1992 as it has in fact become, I would have felt some doubt. The main reason for that feeling of doubt would have been the fact that I, like most Americans, never anticipated the full extent of the national and international

economic crisis through which we are now making our painful way, and that is impacting with particular severity on schools of higher education.

Had I heard a prediction at that time that The George Washington University, through its own hard work, would prove to be the national exception that proves the national rule, I would also have felt some distinct hesitation. Like most human beings, I prefer happiness to its opposite.

In the teeth of so much negative thinking about the state of American higher education, GW has moved from strength to strength.



*Assistant Professor of Accountancy **Krishna R. Kumar** comes to GW from Ohio State University. Kumar, who earned his Ph.D. from Columbia University, is pursuing empirical research on economic incentives in accounting choice, on the economic determinants of management compensation, and on the economics of auditing.*

But after several decades as a university administrator, I have developed an inevitable carapace of skepticism. Such a prophecy would have seemed altogether too good to come true!

But true it is, and my feelings of pride in GW—especially in our faculty, administration, staff and students—are substantial. All around us we see a vigorous university community whose physical ambience goes from better to even better, whose steadily improving faculty has established a nationwide influence across a whole spectrum of disciplines, whose students now compare with those at some of the most selective schools in the country, and whose hard-working alumni often occupy much of the space on the front pages of our major newspapers.

In short, GW has accomplished a good deal more than merely meeting the challenges of this difficult decade. In the teeth of so much negative thinking about the state of American higher education, GW has moved from strength to strength in ways reminiscent of some earlier and more confident decades of American history.

But if I were asked to name GW's single most dramatic accomplishment of recent years, I would have no choice but to say: "The development of a powerful sense of community." All of those who work and study here now have the feeling that they are part of a common enterprise whose parts connect with each other, whose emphasis on internal cooperation affects everything from effective teaching to budgetary stability, and whose cross-disciplinary perspective corresponds with the true nature of the world in which we live today.

The primary basis of GW's accomplishment is the sense of common endeavor

Even before the national and international economy became, for all Americans, a matter of such urgent concern, it had become obvious that we are living in an exciting yet often anxiety-laden period in the history of the human species. The disintegration of the Soviet Union, the end of the Cold War, and a vast increase in international contact and familiarity all pointed toward a less xenophobic and paranoid age than the one that dominated our planet for most of the twentieth century.

But like most historical developments, this one has had its paradoxical aspects. Large numbers of our fellow human beings, freed at last from "superpower domination," have

resurrected their capacity for inter-ethnic and inter-tribal hostility. Meanwhile, those living in politics too solidly established for such rivalries—industrialized societies like our own—have begun to show all the signs of anxiety and anomie that we associate with people “who just don’t know where they are or to what they belong.”

There has occurred, in other words, a loss of the sense of identification with a collective unit or an interlocking series of units. And there has developed a widespread need for some new or revived sense of what is usually referred to as “community”—a sense that one is grouped with other human beings in a collectivity that helps to provide both nurturance and control, both the context for personal creativity and the standards that help to make life more secure.

One of the things to which this widespread feeling of need has given birth is a remarkable possibility: that potentially, at least, such a “pulling together” is what we can identify with a truly functional version of the institution known as a university.

As their name implies, universities

are large and embracing entities that seek to bring much of the existing knowledge about our universe into a single conceptual embrace. In order to accomplish this goal, universities draw to their campuses an astonishingly broad spectrum of human beings—all of them dedicated to the quest for heightened and deepened understanding of the world around

us—and facilitate a wide range of knowledge-based interactions between them.

This, I need not emphasize, is the ideal of a university—and it is often used, these days, to criticize schools of higher education that allegedly fall short of it.

But where a very specific university

School of Business and Public Management faculty and students take pride in their frequent involvement in “real world” projects: (l-r), Susan J. Tolchin, professor of public administration; George M. Jabbour, assistant professor of finance; Lynda M. Maddox, associate professor of business administration; Salvatore F. Divita, professor of marketing; and William E. Halal, professor of management science.



Much ado about something: GW's lively artists include (l-r), Leslie B. Jacobson, associate professor of theatre; Jeffrey L. Stephanic, associate professor of photography; Lenore D. Miller, associate professorial lecturer in art and director, Dimock Gallery; Roy J. Guenther, professor of music and chair, Department of Music; and William T. Woodward, associate professor of painting.



is concerned—the one that is the subject of this report—it has been, in recent years, very much of a *working* ideal: the kind that pervades day-to-day and year-to-year decision-making, the kind that governs the establishment of actual academic policies. At every level from that of incoming freshmen to that of advanced graduate and professional students, we have placed a steady emphasis on the theme of cross-disciplinary *connection*.

One good example is the appointment of our new University Professor of Medical Humanities. This position has been put into place at a time when many of our nation's medical schools are seeking applicants with some real breadth in their backgrounds, when we see all around us a heightened concern with medical ethics, and when we have become increasingly aware of the ways in which medical practice is affected by a host of psychological, social and economic concerns.

Another important example of GW's emphasis on cross-disciplinary thinking is provided by the University's redesigned introductory/orientation courses for new undergraduates. In Columbian College, first- and second-year students, in the words of our undergraduate bulletin, "are obliged to demonstrate . . . that they have attained an acceptable level of cultural literacy and intellectual competence, and that they have acquired familiarity with the breadth and diversity of liberal learning." They work toward these goals through an eight-part curriculum focused around Literacy, Quantitative and/or Logical



*An engineer and a lawyer, **Joan E. Schaffner** teaches intellectual property law and civil procedure at GW's National Law Center. The associate professor earned her J.D. from the University of Southern California Law Center and her M.S. in mechanical engineering from the Massachusetts Institute of Technology.*

Reasoning, Conceptual Foundations and Development of Natural Science, Social and Behavioral Sciences, Creative and Performing Arts, Literature, Western Society and Civilization, and Foreign Language or Culture.

Similar integrative curricula are also being developed for freshmen and sophomores in the School of Business and Public Management and the School of Engineering and Applied Science.

Here at GW, we are working to see to it that our own graduates are prepared for professional life in the true world of the 1990s and beyond.

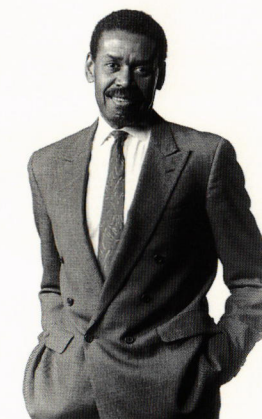
The theme of "pulling together"—of the University as a vigorous and vibrant community—is similarly exemplified by:

- The new program of cooperation between the Columbian College and Graduate School of Arts and Sciences' Statistics/Computer and Information Systems Department and the School of Engineering and Applied Science's Electrical Engineering and Computer Science Department;

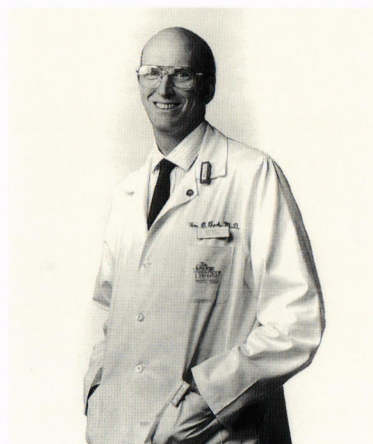
- The new interdisciplinary degree in the humanities—a PhD in the Human Sciences—being offered through a cooperative effort in several GW departments;

- The three-track Masters in Public Health program, which works with three separate schools of the University—the School of Business and Public Management, the Columbian College and Graduate School of Arts and Sciences, and the Elliott School of International Affairs—to enable students to fine-tune their studies in the direction of business, policy or international health.

We live at a time when complaints multiply, on a nationwide basis, (a) about the fact that knowledge is being fragmented into ever smaller sub-specializations, and (b) about the extent to which even undergraduates can no



*As a visiting instructor in teacher preparation and coordinator of GW's Returned Peace Corps Volunteer Program, **Miguel Lopes** directs a graduate program in secondary education for returning volunteers who want to bring their experience into the classroom. Lopes also is pursuing his doctorate in education at GW.*



William O. Bank, M.D., professor of radiology and chief of interventional and therapeutic neuroradiology, comes to GW from the Université Libre de Bruxelles (Belgium). He received his medical degree from the University of Michigan School of Medicine.

longer recognize the most basic facts in any discipline beyond that taught in their own specific schools and departments. At the same time, the resulting narrowness of outlook provokes moans and groans from every sector of the American economy that hires university graduates—corporations, government agencies and non-profit organizations.

Here at GW, we are working to see to it that our own graduates are prepared for professional life in the true world of the 1990s and beyond—a world in which the most important new developments are so often global rather than national or local, and in which the roots of present conflict must often be sought centuries or even millennia in the past.

In working toward that goal, we have of course been greatly aided by GW's location in Washington and Greater Washington. Our students, even when their disciplinary specializations have nothing directly to do with international affairs, inevitably

acquire what amounts to *an international perspective on their disciplines*. In their postgraduate careers, they are unlikely to be thrown off-balance if they must suddenly deal with persons or subjects or crises from other continents and other cultural, ethnic and linguistic backgrounds.

The importance of teaching—and research

At an earlier time in academic history, “all of the above”—everything I have said so far in this report—might have been grouped, by a university president, under a heading like “Research” or “Learning,” while a separate section would have been devoted to “Undergraduate Matters.”

But recent years have taught us just how seriously Americans now take the subject called “Teaching.” From kindergarten to postgraduate studies,

teaching is seen, today, as one of the keys to restoring the American economy and to promoting this nation's ability to compete in the international marketplace.

The first hints of this new and sharpened attitude were already in the air when I arrived at GW in 1988. I was grateful to discover, therefore, that this university was definitely *not* one of the schools that had thrown teaching overboard in its quest for “research fame and fortune.” By and large, GW graduates spoke well—often enthusiastically—of the levels of pedagogy they had experienced here.

That, in turn, has made it a relatively simple matter to create our University Teaching Center (UTC) and to add to its obvious portfolio—the work of maintaining and improving University pedagogy—an important role in our efforts at “pulling together.” Here, for example, is a

description by Dr. Roderick French, vice president for academic affairs, of some of the UTC's work in 1991-92: "The universally respected orientation for graduate teaching assistants, both domestic and international, continued to run well; we introduced the all-day orientation for new faculty; the UTC ran a series of monthly brown-bag lunches for faculty interested in teaching innovations, and they brought various experts on pedagogical issues to campus for a special colloquium . . . The University Teaching Center group became involved with [the Office of the Vice President for Business] in developing the designs for renovated classrooms, a kind of collaboration that was unprecedented and has resulted in some very interesting improvements in the design of our instructional spaces . . . I think we have succeeded in persuading faculty that [the UTC] is a center of creative thinking and ferment among people who are applying their intelligences to conceptual and methodological issues of pedagogy."

At GW, in other words, the creation

of the University Teaching Center has accompanied rather than contradicted our efforts to maintain and improve the school's reputation for graduate studies and for first-rate faculty research. Under the guidance of our associate vice president for research and graduate studies, we have systematized our approach to the recruitment of graduate students, increased by 20 percent the amount of financial aid we

award to graduate and law students, and put into place new and sophisticated ways of tracking these funds in order to make certain that they are used, by GW's individual schools, in ways that further the general interests of the University.

Meanwhile, the full extent of our faculty's research accomplishments can also be summed up in the words of Vice President French. Discussing the work of the Office of Sponsored Research in 1991-92—and "sponsored,"

Keys from the past and the present help unlock society's most perplexing secrets
for (l-r), Noel T. Boaz, research professor of anthropology and director, International Institute of Human Evolutionary Studies; Ruth A. Wallace, professor of sociology; and Jerrold M. Post, professor of psychiatry and international affairs and research professor of political science and political psychology.





*From the University of Virginia School of Medicine faculty, **Sally A. Moody** joins the School of Medicine as associate professor of anatomy. She earned her doctorate in neuroscience from the University of Florida.*

in this case, translates into money provided by sources *outside* the University, including government agencies and foundations—Dr. French writes: “The Office of Sponsored Research processed 545 new (as contrasted with renewal) proposals, an 11 percent increase over the prior year . . . Last year, the total received by the University (including the Medical Center) for sponsored awards was \$32.4 million. This year the total is \$50.8 million.” Among the most dramatic of these awards: \$6.6 million to Professor John Marion Lachin III, director of the Biostatistics Center, for a major diabetes project—bringing the total invested in that project to \$24 million.

The most urgent of the University’s accomplishments: budgetary stability—and quality management

Neither teaching nor research nor any of the other activities we associate with a university is likely to function in a productive manner if the school is reeling from a succession of “emergency cutbacks”—sudden financial crises that keep everyone off-balance, including the university’s students. Budgetary stability can therefore be characterized as what a school of higher education “owes” to its primary mission of education. Closely related to

this goal is everything implied by the idea of Total Quality Management (TQM) as originally developed by W. Edwards Deming and initially applied, in the postwar period, by Japanese industry. TQM has been referred to by one recent writer—Professor Charles F. Bonser of Indiana University—as “an integrated, internally consistent philosophy of management and leadership” that encourages continuous internal improvement of work-processes through the active participation of those who are actually doing the work.

At GW, and especially in recent years, the attention given to financial matters has been intense and unremitting. In the 1992 fiscal year alone, a series of very difficult decisions led to new policies with regard to employee compensation, including medical

We have been rethinking each and every administrative position in order to see to it that staffing levels are kept to a highly efficient minimum.

GW welcomed four new deans in 1992:

(l-r), Peter P. Smith, School of Education and Human Development; Linda B. Salamon, Columbian College and Graduate School of Arts and Sciences; Gideon Frieder, School of Engineering and Applied Science; and F. David Fowler, School of Business and Public Management.



insurance and retirement benefits. In each case, the goal has been to see to it not only that the University budget is stable but that justice is done toward all of those on the GW payroll, especially employees with relatively modest salary levels.

University-wide, we have been rethinking each and every administrative position in order to see to it that

staffing levels are kept to a highly efficient minimum—and that funding is ensured for the academic functions, including faculty salaries and library resources, that truly define a school of higher education. The goal of efficiency is also being served by the installation of the University's new management information system, based on BANNER administrative software, which will be closely coordinated with

the Quality Management Resources program (QMR) at GW. Five separate software systems are involved: Financial Aid, Student Information, Alumni/Development, and Human Resources and Finance.

Students who have experienced our new on-line registration procedure can testify to the improved "quality of life" that these developments are bringing to the University campus. In effect, we have now entered the kinetic phase of a planning process that has been underway at GW since the late 1980s. Our intent is to make clear to our customers—students and their families—*exactly* what their tuition is paying for, and *exactly* how they are receiving commensurate value for their money.

Quality Management Resources, as it is being applied to every corner of the University, connects naturally with the theme of this report. It too



*The School of Business and Public Management welcomes **Laura Birou** as assistant professor of logistics and operations management. Birou was a graduate research assistant at Michigan State University, where she earned her Ph.D. in business administration.*

represents a form of “pulling together.” What it says to each and every person on the GW payroll is that he or she is part of a great common effort to which he or she contributes each time a phone message is properly handled, a student efficiently guided, a parent sensitively reassured, or a report correctly addressed and delivered. QMR represents just one aspect of what I have no hesitation in calling “a new consciousness” at GW—a sharply heightened awareness of what good organizational functioning looks like and feels like; an equally intensified willingness to do the work involved in eliminating glitches, logjams, conflicts of interest, and other forms of organizational dysfunction.

The GW campus is a physical space: the improvements are everywhere

Like other strenuously intellectual endeavors, academic life breeds various forms of puritanism. One of the most common of these, where university campuses are concerned, is a tendency to dismiss matters of physical attractiveness—the design and maintenance of buildings and grounds—as “mere cosmetics,” not to be spoken of in the same breath as the university’s academic core.

Having now spent more than two decades as a university administrator, I find that my own point of view is somewhat different. Even the most learned of us, I have found, are affected by appearances. Indeed, human beings with well-honed analytic capacities are often quite inclined to apply them to the external signs—especially a *neglect* of appearances—

which suggests that an organization may be in deep trouble.

Alumni who return to GW today seldom fail to comment on the improvements we have been able to make, in recent years, where campus buildings and grounds are concerned. GW today is well on its way to becoming a model of just how attractive an “urban university” can be. It also exemplifies the many ways in which attractiveness and good function can go hand in hand.

For example, the University has a new bookstore—one that serves our students far better than its previous incarnation. It also communicates an important academic message: that everything *represented* by a bookstore is of importance to the life and spirit of this university.

Gelman Library now has an attractive 24-hour Reading Room. It is a

facility that has done away with such “I can’t study” excuses as snoring roommates, the party underway at the other end of the hall, or the noise through an open window of Washington National Airport-bound flights.

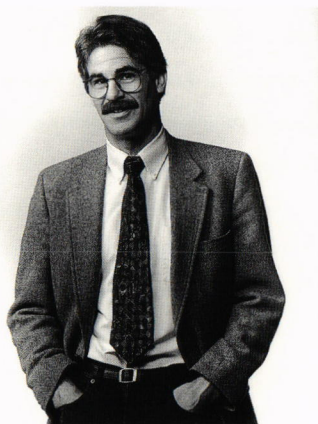
Lisner Auditorium has been attractively remodelled. That serves GW’s purposes very well where theatrical

performances are concerned, including those generated by the University’s students. It also enhances indoor University ceremonies covered by the local and regional media—which in turn aids GW’s efforts in such areas as student recruitment and development, as well as its vast network of relationships with Washington and Greater Washington.

And of course there are the pervasive improvements we have been able to make in GW’s classrooms, laboratories, athletic facilities and student recreation space—improvements that have had a profound effect not only on Lisner Auditorium but on such campus buildings as the Marvin Center and the Smith Center, on Francis Field,

National Center for Communication Studies—a faculty for communicating in the Information Age: (l-r), Philip Robbins, professor of journalism and director, journalism program; Joan E. Thiel, associate professor of communication and director, radio and tv programs; Clay Warren, Chauncey M. Depew Professor of Communication and director, communication program; Jean Folkerts, associate professor of journalism; and Jarol B. Manheim, professor of political communication and of political science and director, National Center for Communication Studies.





Professor of Political Science **John R. Wright** (Ph.D., University of Rochester) arrives at GW from the University of Iowa where he helped create the Iowa Political Stock Market, which allows participants to buy and sell shares of political candidates like futures as a way of predicting elections. Wright now uses the market as a tool to interest his students in political campaigns.

and our superb Lenthal houses—buildings of the Federal Period that will house visiting lecturers and faculty members.

Small and relatively inexpensive touches in the way of landscaping and cityscaping, including brick sidewalks and a centrally placed clock, have given the campus a pervasively “cared about” look. Meanwhile, such developments as our new Virginia campus (where enrollments have moved up dramatically), our growing relationship with WETA (Washington’s public broadcasting station), and our developing Health and Wellness Center have confirmed the sheer momentum of what GW now represents—a process as much as an institution, a dynamic unfolding as much as a campus.



Now teaching law instead of practicing, **W. Burlette Carter** provides her students with insights from her years as an associate with Hughes Hubbard & Reed in Washington, D.C. As an associate professor, she teaches evidence and civil procedure. She is a 1985 graduate of Harvard Law School.

Faculty, students and alumni

The nationwide and steadily rising prominence of the GW faculty has, in recent years, been a steady source of gratification to me as president

and to our campus community as a whole. Many readers of this report will recall the role that Professor Jerrold Post played at the time of the Gulf War, as he instructed an entire nation on the psychology of authoritarian leaders like Saddam Hussein. Many will be aware of the fact that Helmut Kohl, chancellor of the Federal Republic of Germany, recently invited Professor Amitai Etzioni to meet with him and to discuss Etzioni’s role as the founding father of the Communitarian movement. It is a movement devoted, in its own way, to “pulling together”—one which represents a turn away from

ram pant individualism and toward social responsibility.

And there are readers of this report who will have seen an interview in the September 7, 1992, *Newsweek* with

The University is actively providing our faculty members with strong administrative support for their teaching and research endeavors.

GW's Distinguished Professor of East Asian Affairs, Gaston Sigur, and an article in the September 14, 1992, issue of *Time* magazine—"Tales From the Crypt"—which described the work of Professor James Edward Starrs, a member of our National Law Center faculty. Starrs is a "graveyard detective" who was engaged, when the article appeared, in examining the bones of Meriwether Lewis, the American explorer famous for his role in the "Lewis and Clark Expedition" to the Pacific Northwest. Starrs hoped

to establish, once and for all, whether Lewis was a suicide or had in fact been murdered.

In short, each new year on the calendar has its GW faculty "peaks"—figures whose work suddenly captures the national imagination. Even more important, however, are the many University faculty members who have established themselves as steady year-after-year sources of insight and understanding—experts who also are often capable of capturing the imaginations of their students. The listing

of faculty accomplishments that can be found in this report captures a good measure of their work. Some have received major national awards for their work—including Guggenheim Fellowships and Fulbright Awards. Some occupy the University's new endowed professorships. Others—like journalists Haynes Johnson, Carl Stern and Steven Roberts—are drawn to GW, as adjuncts, from a dramatic variety of "surrounding worlds."

University Professors—GW's special rank for very distinguished scholars: (l-r), Amitai Etzioni, University Professor; Peter Caws, University Professor of Philosophy; Seyyed H. Nasr, University Professor of Islamic Studies; Kenneth F. Schaffner, University Professor of Medical Humanities; and James N. Rosenau, University Professor of International Affairs.



The National Law Center consistently ranks among the top 25 law schools nationwide:

back row (l-r), Harold C. Wegner, professor of law and director, intellectual property law program; John F. Banzhaf III, professor of law; Teresa Moran Schwartz, professor of law and associate dean for academic affairs; Ira C. Lupu, professor of law and Louis Harkey Mayo Research Professor of Law; **front row (l-r),** Cheryl D. Block, associate professor of law; Carol Izumi, associate professor of clinical law; and Eric S. Sirulnik, professor of law and director, clinical programs.

The University is actively providing our faculty members with strong administrative support for their teaching and research endeavors. Carefully conducted nationwide searches have brought new and superbly talented deans to the Columbian College and Graduate School of Arts and Sciences, to the School of Business and Public

Management, and to the School of Engineering and Applied Sciences. Together with the other members of the Council of Deans, they will engage in what Dr. French has called “an aggressive pursuit of consolidation and/or elimination of duplication in academic programs.”

When new faculty members are needed, the University is doing better

and better in its quest for them. In approximately one-third of our searches, we succeed in hiring our “first choice”—even when he or she is receiving offers from some of the most prestigious schools in the country. Extended searches, which require looking beyond our “top three” candidates, are becoming rarer and rarer.

At the National Law Center—which ranks among the 25 finest law schools in the nation—Dean Jack Harlan Friedenthal has worked wonders as a tireless recruiter of faculty members finely attuned to its strengths and goals, including an emphasis on “intellectual property” (patent and copyright law) that is virtually peerless on a national and international basis. The NLC has also enabled us to develop our Law Enrichment Series, which has brought a series of U.S. Supreme Court Justices and other eminent figures—including Anthony Lewis of the *New York Times* and former Sen. Paul Tsongas—to our campus to address and to converse with our law students.

And at the University Medical Center, faculty accomplishments of the past year alone have included the



introduction of laser ablation for the treatment of benign prostate disease; further development of the linear accelerator stereoscopic knife for the treatment of inaccessible brain pathology; reactivation of the bone marrow transplant program; opening of the Pelvic Organ Dysfunction Clinic (focused on the needs of our rapidly growing aging female population); expansion of the breast reconstruction program; activation of the micromanipulation program, to further the already dramatic successes of the Center's in-vitro fertilization program; and expanded applications of laser technology in the field of colorectal surgery.

The active development of GW's faculty has been paralleled by steady improvement in the quality of GW students. A fact that neatly summarizes the matter: in 1991-92, even as the national competition between



*Interested in engineering economics, product development and manufacturing management, **Michael R. Duffey** (Ph.D., University of Massachusetts at Amherst) joins the School of Engineering and Applied Science as assistant professor of engineering management.*

colleges and universities intensified, GW experienced a rise of 25,000 in the number of admissions inquiries received from high school seniors—which went from 50,000 in 1990-91 to 75,000 in 1991-92. The University's student population is becoming more diverse, with a growing number from the American Midwest, South and West.

The student population is also becoming increasingly “multicultural,” with a particularly noticeable increase in students from the “Pacific Rim” countries, including Malaysia, Korea and Japan.

Meanwhile, the unique characteristics of students who choose to come to GW are neatly summarized in the words of the University's director of enrollment research and retention: “GW's biggest appeal for undergraduates is probably its location in Washington, D.C. Students who have political ambitions and/or who want to be in the nation's capital all enjoy the opportunities that GW offers.



*Associate Professor of American Studies **Teresa A. Murphy** is working on a book-length manuscript on “Gendered Visions of History in the Early Republic.” Murphy, who was previously an assistant professor of history at the University of Rhode Island, earned her Ph.D. in American studies from Yale.*

Knowledge in mathematics and engineering is increasingly vital in a high-tech society: (l-r), Murli M. Gupta, professor of mathematics; Hugo D. Junghenn, professor of mathematics; Rachelle S. Heller, associate professor of engineering and applied science; and James K. Hahn, assistant professor of engineering and applied science.

Nationally, there has been an increase in students' interest in professionalism and a heightened concern with the ability to make more money. At GW, we are seeing the same trend. National figures indicate that the opinion of graduate and professional schools and potential employers is much more important to GW students

than to their peers at other institutions. Coupled with this is the frequency with which our students describe GW as 'career-oriented.'

We find that a large percentage of our students are taking advantage of D.C. opportunities. At least four in

five of our students have engaged in some kind of experiential learning. Most of our students have worked for pay, but four in 10 also have done some kind of voluntary service. When students were asked to rate the value of these work experiences, co-ops and internships were both rated as having very high value. Similarly, voluntary service was seen as having moderate to great value educationally.

GW students seem happy to be here! More of our students than ever



And what all of this translates into is the steady and perceptible climb in quality that GW's student body has shown in recent years.

before are indicating a positive attitude about GW and about their educational experience. Eight out of 10 students are satisfied with their undergraduate education. Nine out of 10 students are satisfied with out-of-class availability of faculty, and there has been an increase in satisfaction with independent study/research opportunities and laboratory facilities. Satisfaction with classroom facilities and study space has increased substantially."

As this suggests, GW is now engaged in carefully monitoring the feelings and opinions of its students—the goal being to greatly increase the "customer satisfaction" experienced by them and their families. That, in turn, is why GW's vice president for

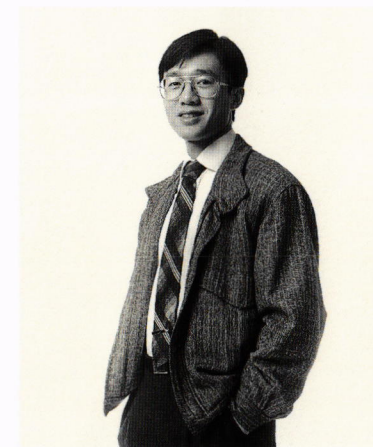
student and academic support services knew he was on firm ground when he declared, in a 1991-92 report, that "over three-quarters of the incoming class agree or strongly agree that GW has high-quality academic programs, that there are many activities and organizations at GW for students, that the environment at GW is supportive of persons of diverse backgrounds, that students must be above average to be admitted to GW, and that GW provides sufficient financial aid for students who need assistance."

And what all of this translates into is the steady and perceptible climb in quality that GW's student body has shown in recent years. SAT scores are dramatically up. The number of National Merit finalists we enroll is dramatically up. And our students are beginning to take for granted the University Honors Program, an

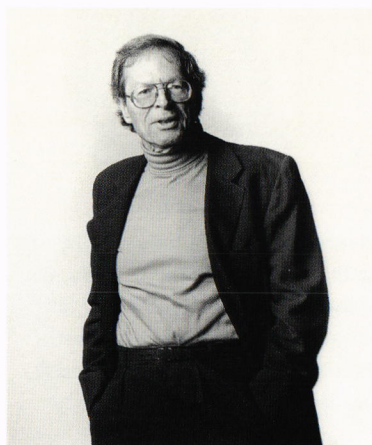
extensive series of Study Abroad Programs, our combined BA/MD Degree Program and the two University awards—the J.B. and Maurice C. Shapiro Oxford Scholarship and the Bender Cambridge Scholarship—that send outstanding GW graduates for two years of study at Oxford and Cambridge.

In addition, GW's Office of Fellowships and Graduate Student Support works to help our students to qualify for such national fellowships as the Fulbright Study Abroad Program, the Bosch Program (for nine months of study in Germany), and the Luce Scholars Program (which provides the experience of living and working in an Asian country).

A dynamic curriculum, an unequalled location, an inspired and hard-working faculty, and students who come to The George Washington University for all the right reasons—what all of that inevitably produces is



*A reviewer for the Mathematical Reviews of the American Mathematical Society, **Yongwu Rong** (Ph.D., Michigan State University) is an assistant professor of mathematics at GW. Rong previously taught at Michigan State University.*



*University Professor of International Affairs **James N. Rosenau** (Ph.D., Princeton) comes to GW from an institute directorship at the University of Southern California. His scholarship, which includes some 140 articles and 30 books, focuses on the dynamics of change in world politics and the overlap of domestic and foreign affairs.*

a distinguished group of alumni, many of whose lives are grounded in Washington. At the time of the Gulf War, many Americans became aware of the fact that Gen. Colin L. Powell, chairman of the Joint Chiefs of Staff, is a GW alumnus (MBA 1971)—and many also noted that the U.S. Ambassador to Kuwait was Edward W. Gnehm, Jr. (BA 1966, MA 1968). Former Sen. J. William Fulbright, who made so dramatic a mark on American policy in the postwar years, received his LLB from the National Law Center in 1934. Sen. Daniel K. Inouye was awarded his JD in 1952—and has blessed the University with his feelings of loyalty and commitment.

Other GW alumni recently in national and state government have included William P. Barr, attorney general of the United States (JD 1977); Robert P. Casey, governor of the Commonwealth of Pennsylvania (JD 1956); Sheldon S. Cohen, former commissioner of the Internal Revenue Service (BA 1950, JD 1956); Heather

Foley, chief of staff to the Speaker of the U.S. House of Representatives (JD 1969); G. Kent Conrad, senator from North Dakota (MBA 1975); Harry M. Reid, senator from Nevada (JD 1974); and Patricia A. E. Rodgers, director of Volunteers In Service to America (VISTA) (BA 1975, MAE 1984).

From the world of education, we can cite Derek C. Bok, president emeritus of Harvard University (MA 1958). Alumni in international affairs include Wolfgang Behrends, ambassador to Canada of the Federal Republic of Germany (MCL 1951). Among the many GW graduates in the world of business and industry are Earle H. Harbison, Jr., chairman and chief operating officer of the Monsanto Chemical Company (JD 1957); Edward F. Mitchell, president and CEO of the Potomac Electric Power Company (MEA 1961); and John R. Stafford, chairman, president and CEO of the American Home Products Corporation (JD 1962).

And our alumni roster even includes Col. Frederick D. Gregory, astronaut and space shuttle commander (MSA

1977); Dr. John E. Hutton, Jr., who served as White House physician to President Ronald Reagan (MD 1963); Arnold J. “Red” Auerbach, president and former coach of the Boston Celtics (BSP 1940, MAE 1941); and, in a category almost all her own, Jacqueline Kennedy Onassis (BA 1951).

The George Washington University today

When I arrived on the GW campus in 1988, what I saw before me was a university with a long and established history, whose close relationship with the city of Washington and the federal government had, over more than a century, exemplified the idea of “pulling together.” For many decades, it had been taken for granted

that federal executives were likely to be University alumni. And in more recent decades, it had come to be taken for granted that GW would strive, whenever and wherever possible, to be of service to Washington and Greater Washington. At the Medical Center, that meant an emergency unit that never turned away a patient in distress and uncompensated medical services that

had gradually risen into the vicinity of \$30 million a year.

Initially, I saw my job as being to continue and wherever possible to extend this long tradition. Well do I recall the pride with which, after only a year in Foggy Bottom, I was able to announce our 21st Century Scholars

Program—an endowment of more than \$7 million that makes it possible for talented young Washington students attend the University regardless of their financial circumstances.

Gradually, in the years that followed, GW's perspectives widened and deepened. We began to establish a variety of cooperative programs with



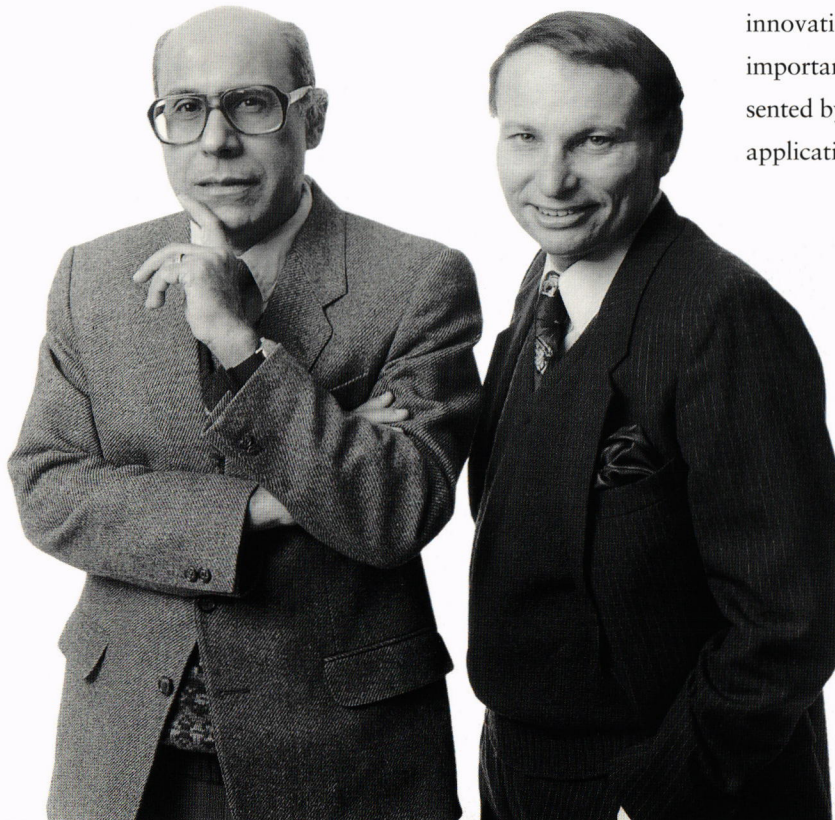
"Pulling Together" is a familiar concept to faculty in GW's School of Medicine and

Health Sciences: back row (l-r), Mary H.

McGrath, M.D., professor of surgery and director, plastic surgery program; John F. Williams Jr., M.D., associate professor of anesthesiology and assistant dean, Medical Center admissions; Maureen C. Edwards, M.D., associate professor of pediatrics and of obstetrics and gynecology; and Jorge Rios, M.D., Eugene Meyer Professor of Medicine and chair, Department of Medicine;

front row (l-r), Mark Smith, M.D., professor of emergency medicine and of medicine and chair, Department of Emergency Medicine; and Susie Q. Lew, M.D., assistant professor of medicine.

And the winners are...*The 1992 Oscar and Shoshana Trachtenberg Prize for Faculty Scholarship went to (l) Nozer D. Singpurwalla, professor of operations research and of statistics and distinguished research professor; and the 1992 Oscar and Shoshana Trachtenberg Prize for Excellence in Teaching was awarded to (r) Michael J. Sodaro, associate professor of political science and international affairs.*



universities in Europe, the Middle East, the Far East and Latin America. We began to broaden and diversify our student body. We watched while talented young people began to come to our campus from every corner of the globe.

We became aware, with the greatest of pleasure, that we were receiving the most important kinds of approval for the dynamism that we had begun to exhibit. Some of that approval came from the media, which responded enthusiastically to the excellence and innovation they saw here. A more important kind of approval was represented by the quantity and quality of applications submitted by potential

undergraduates and graduate students.

And the most important approval of all, perhaps, was the feedback we began to receive from the world of America's high school seniors. More and more of their guidance counselors were recommending GW as a school to consider seriously. More and more of their families were encouraging them to think about attending GW—even when other acceptances had been received from Ivy League or comparable universities and colleges.

Now, in its role as the exception that helps to prove a national rule, GW is “pulling together” for a very long haul indeed. Step by step, we are seeing to it that our dramatic rises in quality and visibility become true of every single corner of the University. Step by step, we are seeing to it that quality management becomes our communal norm. And that is why, against a nationwide backdrop of some rather dark clouds, the good ship GW sails so serenely into its future!

Stephen Joel Trachtenberg

Stephen Joel Trachtenberg

The nation's capital provides a stimulating environment for the Elliott School of International Affairs: (l-r), Robert W.

Rycroft, associate professor of political science and international affairs; Trina R. Dinavo, professor of international affairs and political science; Ronald D.F. Palmer, Edgar R. Baker Adjunct Professor of International Affairs; Lee Sigelman, professor of political science; and Young C. Kim, professor of political science and international affairs and director, Gaston Sigur Center for East Asian Studies.



Selected Faculty Works

Each year, an examination of books, articles and other creative endeavors produced by our faculty engenders a feeling of gratitude mingled with pride that collectively our community of the mind is working so diligently to render more of human experience more intelligible through such a wide range of inquiries.

In past years, we have restricted the pages of this section of the President's

Report to only one contribution from each faculty member. That has seemed hardly enough. This year, we have broadened the scope slightly: Any faculty member with both a book and an article was entitled to have one of each listed. Our list this year, therefore, is different in two respects. It is somewhat longer than in the past, and it is categorized by both school and department. The list covers faculty works in the 1991-92 time period. These titles represent only a subset of the total faculty publications database maintained by University Archives.

In this way, we seek to honor our faculty colleagues for their contributions to the enterprise of civilizing our species—through their efforts over and over again to expand the realm of knowledge in which we can teach, and learn.

Stephen Joel Trachtenberg
President

Roderick S. French
Vice President for Academic Affairs

COLUMBIAN COLLEGE AND GRADUATE SCHOOL OF ARTS AND SCIENCES

American Studies

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Teresa A. Murphy: *Ten Hour's Labor: Religion, Reform, and Gender in Early New England*. Cornell University Press.

John M. Vlach: *By the Work of Their Hands: Studies in Afro-American Folklife*. University Press of Virginia.

R. H. Walker: ed., *Contribution in American Studies*. [Monograph series]

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Richard R. Grinker: "History and Hierarchy in Hunter-Gather Studies." *American Ethnologist*.

Joel C. Kuipers: "Matters of Taste in Weyewa." [Chapter in book]

John W. Verano: "Health and Disease in the Pre-Columbian World." In *Seeds of Change: A Quincentennial Commemoration*, edited by Herman J. Viola and Margolis. Smithsonian Institution Press.

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D. Cogan: "A Music and Art Program to Promote Emotional Health in Elementary School Children," co-authored by C. Cox and M. M. Giles. *Journal of Music Therapy*.

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R. L. Bernor and D. Lipscomb: "The Systematic Position of 'Plesiohipparion' aff. Huangheense (Equidae, Hipparionini) from Gulyazi Turkey, Mitt. Bayer Staatsslg. Palaont." *Hist. Geol.*

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R. Georgiadis: "Wavelength-Dependent Second Harmonic Generation from Age (111) in Solution." *The Journal of Physical Chemistry*.

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Maria Cecilia Zea: "Psychosocial Competence in Colombian University Students." *Journal of Psychology*.

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Alf Hiltebeitel: *The Cult of Draupadi: On Hindu Ritual and the Goddess*. The University of Chicago Press.

Ching-Yao Hsieh: *Economics, Philosophy and Physics*, co-authored by Meng-Hua Ye. M.E. Sharpe.

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Peter Rollberg: *Das Ende der Abstraktionen*. Reclam-Verlag.

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John Logson: "The Challenge of Space: Linking Aspirations and Political Will." In *Blueprint for Space: From Science Fiction to Science Fact*. Smithsonian Institution Press.

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Joan E. Schaffner: "Protection of Reputation Versus Freedom of Expression: Striking a Manageable Compromise in the Tort of Defamation." *Southern Calif. Law Rev.*

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B. C. Zook, E. W. Bradley, C. C. Rogers: "Morphologic effects of fast neutrons or photons on the canine kidney." *Int. J. Rad. Onc. Biol. Phys.*

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B. L. Aaron, W. R. Hix: "Late sequelae of thoracic injuries." In *Thoracic Surgery, Surgical Management of Chest Injuries*, W. R. Webb, A. Besson, eds. Mosbey Year Book.

J. Giordano M., R. Y. Leavitt, G. Hoffman, A. S. Fauci: "Experience with surgical treatment of takayasu's disease." *Surgery*.

S. D. Macht: "Malignant melanoma." In *Procedures in Plastic and Reconstructive Surgery: How They Do It*, Lars M. Vistnes, ed. Little, Brown and Company.

R. A. Malthaner, K. D. Newman, R. Parry, L. F. Duffy, J. G. Randolph: "Alkaline gastroesophageal reflux in infants and children." *J. Pediatr. Surg.*

M. H. McGrath: "Acute infection of the upper extremity." In *Emergency Plastic Surgery*, J. R. Greco, ed. Little, Brown and Company.

M. Olding: "Reverse forearm flap based on an exteriorized pedicle." *J. Hand Surg.*

L. W. Perry, G. R. Martin, F. M. Galio, Jr., F. M. Midgley: "Rupture of congenital sinus of valsalva aneurysm in a newborn." *Am. J. Cardiol.*

J. J. Principato: "Upper airway obstruction and craniofacial morphology." *Otolaryngol. Head-Neck Surg.*

A. N. Sidaway: "Noninvasive evaluation of the lower extremity arterial system." In *The High Risk Foot in Diabetes Mellitus*, R. G. Frykberg, ed. Churchill Livingstone.

C. J. Sivit, W. Hung, G. A. Taylor, L. M. Catena, C. Brown Jones, D. C. Kushner: "Sonography in neonatal congenital adrenal hyperplasia." *AJR (Am. J. Roentgenol.)*.

L. E. Smith, G. M. Heneghan: "Ostomy management." In *Shackelford's Surgery of the Alimentary Tract*, G. D. Zuidema, ed. W. B. Saunders.

W. R. Wilson: "Infectious diseases of the paranasal sinuses." In *Otolaryngology*, M. M. Paparella, ed. W. B. Saunders.

Urology

A. B. Belman: "Ureteropelvic junction obstruction as a cause for intermittent abdominal pain in children." *Pediatrics*.

M. J. Manyak: "Photodynamic therapy: principles and urologic applications." *Semin. Urol.*

H. C. Miller: "Edap lt-01 piezoelectric lithotripter." *Semin. Urol.*

On campus and in the community, School of Education and Human Development faculty are contributing to the future of education: (l-r), Brunetta R. Wolfman, professor of education; Jay R. Shotel, professor of special education and special assistant to the president; Mary Hatwood Futrell, instructor in education and associate director, Center for the Study of Education and National Development; Salvatore R. Paratore, professor of education and chair, Department of Educational Leadership; and Lynne R. Putnam, associate professor of education.



Financial Highlights

In Fiscal Year 1992, the administration of The George Washington University built on its goal of improving GW's competitive position in providing both premier educational and medical services. An institutional commitment was made to position GW for the future through strategic planning, innovation and outreach. We accomplished our objectives by

(1) broadening linkages — between academic, fiscal and facility planning activities; (2) focusing our efforts on strengthening our financial position and building an infrastructure that would facilitate future allocation of resources; and (3) planning our capital expenditures to enhance our facilities and to further build the GW community. This year provided us with an opportunity to look inward — how we function as a sum of our many parts — as well as an opportunity to look outward — how we relate to the larger community. We believe that we have made significant strides in both areas and that we continue to be well positioned for the future.

Broadening the linkages between academic, fiscal and facility planning activities

Linking the academic, fiscal and facility planning activities of the University, in and of itself, is hardly a meaningful story. However, in the context of changing student demographics, these linkages have taken on new meaning. In FY 1992, the University administration implemented a coordinated planning process that spoke to establishing priorities and strategically allocating resources. This planning process, our infrastructure for the future, has already enhanced our control of administrative overhead, our establishment of academic and administrative priorities, and our allocation of resources to GW's best use.

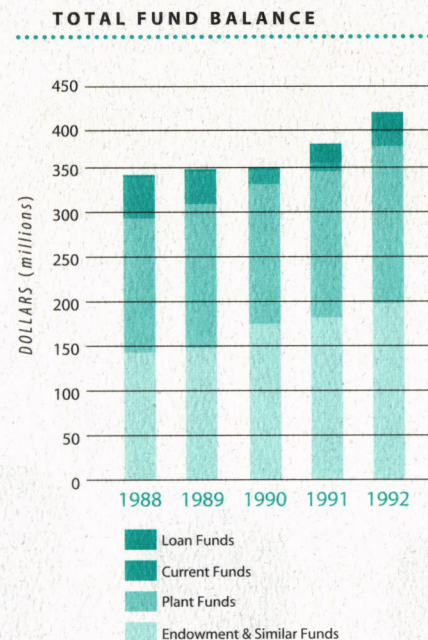
This year's planning activity included the completion of our first institutional multi-year plan and the



development/implementation of a new budgetary approach that focuses on bringing the process and the controls closer to the academic and administrative departments. This planning process has improved our ability to set achievable goals and institutional priorities that are communicated to the larger University community. In addition, this year also brought with it the development of the first of several innovative incentive programs that will strategically place academic resources and encourage healthy competition for academic funding.

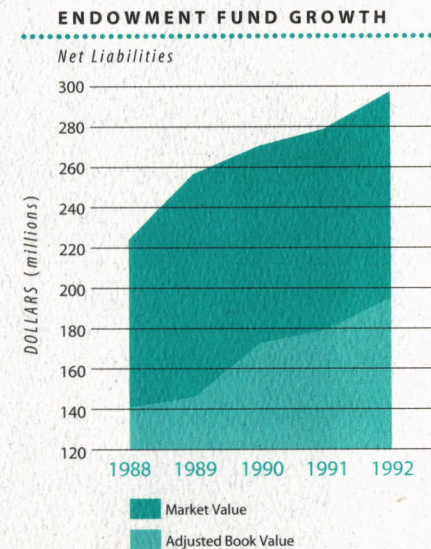
Strengthening our financial position

FY 1992's financial success was brought about through careful planning and strategic allocation of resources. Through careful management of our assets — people, facilities and investments — and our liabilities we were able to show a \$6 million increase in Current Fund balance and, for the first time since 1976, an increase in equity in all fund groups, resulting in a Total



Fund balance of over \$400 million. With FY 1992 came the continued growth of our Endowment Funds. The total return of our pooled Endowment Funds was 14.7 percent, compared to a national average of 12.7 percent. The market value of the endowment, net of liabilities and excluding Funds Held in Trust by Others, increased this year from \$279 million to a new high of \$297.5 million. FY 1992's results represented our continuing ability to maximize revenues and control costs

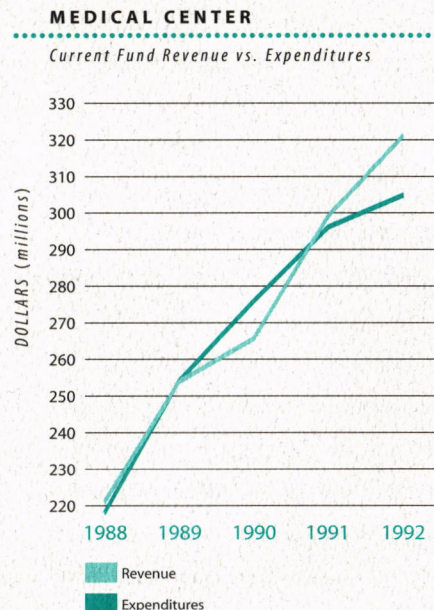
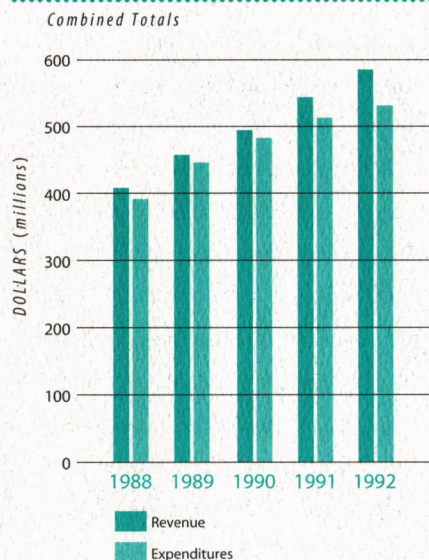
as shown by our 7.6 percent increase in operating revenues relative to our 5.5 percent increase in operating expenses. Our strategic investment of funds at the University in the targeted areas of academic support and student services (including student aid) continued this year, resulting in a combined increase of over \$13 million or a 9 percent increase from FY 1991. In addition, a heightened commitment to the tenets of quality and service in the administrative units, specifically as they relate to student services and alumni development,



resulted in the allocation of funds to improve service, efficiency and pride in these units.

The Medical Center's progress toward its three-year goal (beginning in FY 1991) to restore its financial well-being continued at a rapid pace this year as exhibited by the increase of \$3.5 million in Current Funds and \$13 million in Total Funds at year end. Close monitoring of administrative and overhead expenses this year resulted in a \$6.5 million increase in

CURRENT FUND REVENUE VS. EXPENDITURES



Patient Care net revenue (a 17 percent increase) while controlling expenses to provide patient care to an increase of only \$11.7 million (or 5.7 percent). This year's cash improvement was in great part a result of the effective collection of accounts receivable at the Medical Center.

FY 1992 also provided an opportunity to change the structure of the University's outstanding debt. By taking advantage of a competitive interest rate environment, we were able to restructure much of our outstanding debt from variable to fixed rate there-

by protecting the University from interest rate risk and positioning the institution for future capital needs. Over the past two years, approximately 50 percent of the debt of the institution has been shifted to fixed-rate debt. Coupled with this debt restructuring was a reaffirmation of our A1 rating from Moody's Investors Service, providing further validation of our financial well-being.

Planning of capital expenditures to create an enhanced GW community

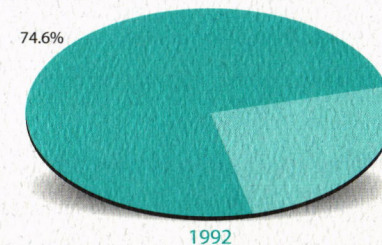
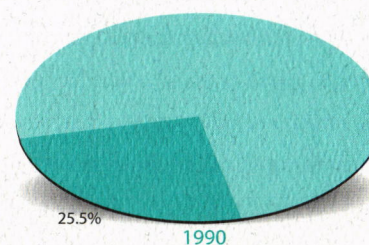
In FY 1992 over \$59 million, 10 percent of institutional spending, was used for maintaining, operating and replacing our plant and equipment. In this context, and in anticipation of our future growth needs, came the development of the

University's first long-range capital plan. The goals of this plan are multifaceted: (1) to meet the existing and future campus space needs; (2) to improve existing space on campus and to address the issues of modernization, standardization and compliance with the Americans with Disabilities Act; and (3) to identify ways in which the University's sense of community and student quality of life could be improved through investment in its facilities.

Substantial progress has been made in this area. Aided by the institutional planning tools described previously, the administration identified strategic opportunities for capital investment. A representative sample is described below.

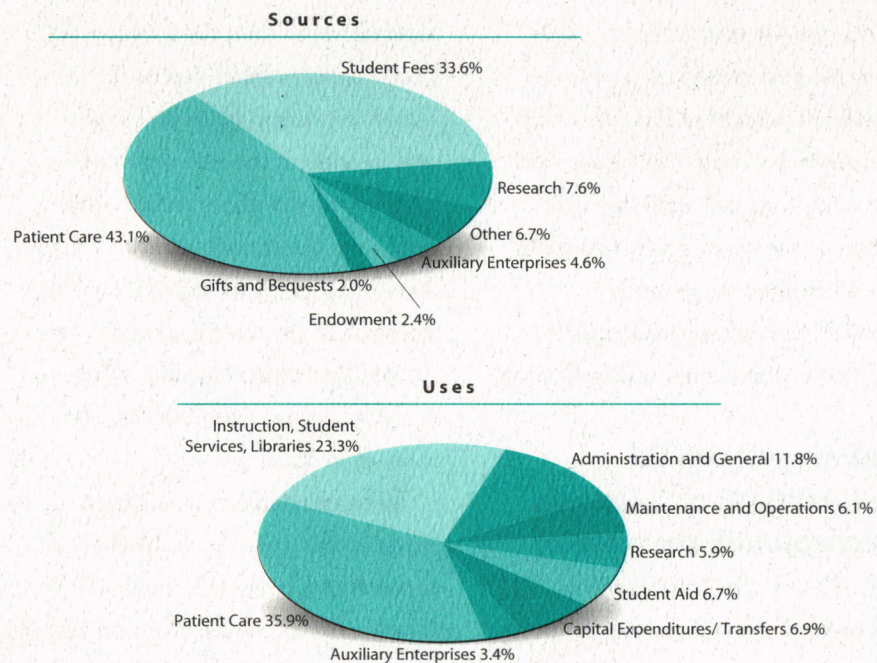
- The commitment by the University to a classroom renovation

FIXED-RATE DEBT



SOURCES AND USES OF FUNDS

Fiscal Year 1992



project put in place in FY 1991 increased this year with an investment of \$500,000. This investment resulted in the renovation and updating of 34 classrooms and laboratories. This program, aimed at our institutional priority of improving our academic facilities is budgeted for expenditures of \$1 million in FY 1993.

- Two study projects were initiated this year to address the University and

Medical Center space use and program requirements. Both study projects, slated for completion in FY 1993, will present recommended strategies and timetables for achieving long-term space needs on our campus.

- Two renovation/development projects aimed at improving the student services, quality of life, and sense of community at GW are in the early planning stages. These projects, aimed

at being largely self-sufficient, include renovation to the student center and the existing recreational facilities.

- Our dedication to improving the academic programming at GW is the impetus for the evaluation of a GW/WETA joint venture development project. This project could offer GW students and faculty of the National Center for Communication Studies the unique opportunity to learn in state-of-the-art broadcast facilities and to be co-located with an operating public television and radio station.

Conclusion

In FY 1992, the administration of The George Washington University recognized the need to position itself for the future through proactive steps. With this knowledge, we successfully developed approaches to improve institutional communication, employed systems to direct resources to the highest institutional priorities, and developed procedures to facilitate resource allocation.

Difficult challenges lie ahead as we strive to become a better and stronger institution amidst the myriad of issues

facing higher education and health care today. Although we have been successful to date in dealing with these issues, we cannot underestimate the continued changes that lie ahead. We are hopeful that through the development of improved resource allocation systems and techniques we are effectively positioning ourselves for the financial challenges ahead.

The future will require the development of new strategies to allocate resources, control administrative overhead, and better focus academic programming. Our efforts at reducing the rate of growth of administrative overhead and expenses are just beginning. The same applies to our attempts to control student fees and the costs of medical care.

In the end, FY 1992 represented a year of solid financial growth and sound strategic development. We are confident that our continued commitment to meeting the economic and demographic challenges facing us today and beyond will position us effectively for years to come.

Among GW's multilingual faculty: (l-r), Davis Lin-Chuan Lee, associate professor of Chinese; Tara G. Wallace, assistant professor of English; John A. Frey, professor of Romance Languages; and Yvonne Captain-Hidalgo, assistant professor of Spanish.

Report on Philanthropy

Despite a national economic recession, philanthropic support of The George Washington University has continued to increase, providing resources for growth and excellence in the University's educational and research programs.

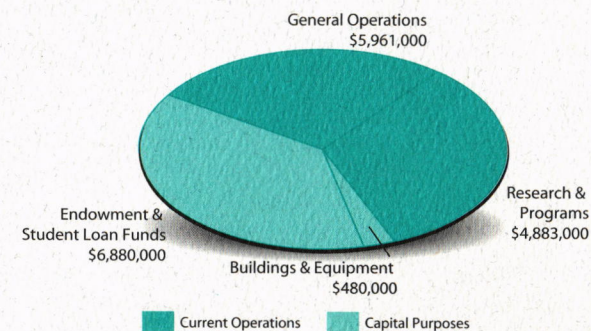
During 1991-92, the University received over \$18 million in philanthropic support, plus pledges and

other gift commitments totaling another \$13 million. These new resources will increase educational opportunities for GW students, strengthen the faculty, improve facilities, and enhance the University's service to the community and the nation. Some highlights include:

- The J.B. and Maurice C. Shapiro Charitable Trust gave GW \$3 million, one of the largest single gifts in the University's history. Among other purposes, this gift will endow tuition awards to GW students who undertake voluntary public service during the summer, fellowships to students in the Elliott School of International Affairs, and the "J.B. and Maurice C. Shapiro Professorship of International

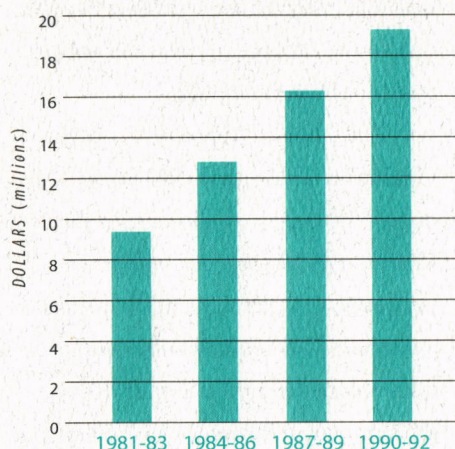
TOTAL VOLUNTARY SUPPORT 1991-92

Total \$18,204,000



VOLUNTARY SUPPORT OF THE GEORGE WASHINGTON UNIVERSITY

3-Year Averages—Fiscal Years 1981-1992



Affairs” in ESIA. In addition, Dorothy Shapiro, president of the Shapiro Trust, established the Shapiro Traveling Fellowships, which will enable GW students to undertake educational travel abroad.

- Special scholarships were created through the Shapiro Trust and the Dorothy G. Bender Foundation. The Shapiro Trust gift will endow two scholarships for GW students to attend Oxford University in England. The Dorothy G. Bender Foundation endowed a similar scholarship for GW students who will attend Cambridge University. These scholarships provide exceptional educational opportunities to GW students and will contribute to the University’s growing international reputation.

- Dr. and Mrs. Robert L. Weintraub gave \$1.25 million to endow a new faculty position in the Department of Biological Sciences, the “Ronald B. Weintraub Professorship.” This new position will greatly enhance the department’s strength in research and graduate education.

- The late Professor Emerita Thelma Hunt provided for a major bequest to the University, expected to total considerably in excess of \$1.5 million. This generous gift will endow fellowships for graduate students and a professorship in Dr. Hunt’s professional field.

- Justine Gubin, a longtime friend of the National Law Center, also passed away during 1991-92, leaving a bequest expected to provide over \$1.5 million for endowment of a professorship in government contracts law.

- Foggy Bottom resident Stanley Baer left a legacy approaching \$1 million to endow scholarships for GW engineering students.

- Dr. Thompson H. Boyd, a graduate of the Medical School Class of 1949 and a very active reunion organizer, left almost \$1 million—a substantial portion of his estate—to establish endowed scholarships for medical students.

- To memorialize her husband, Jane Hope Hastings initiated “The George S. Hastings Intellectual Property Fund” at the National Law Center. This \$500,000 endowment will support scholarship, faculty

research, and new book purchases in intellectual property and patent law.

At the same time, the University’s alumni responded enthusiastically to the Annual Fund and class reunion programs. Alumni Annual Fund gifts increased by more than 8 percent over the previous year, and giving to class reunion funds increased 150 percent.

The individuals listed on the following pages provided leadership in their support of GW during the fiscal year from July 1, 1991 through June 30, 1992. Their support is recognized, with gratitude, through membership in the University’s major donor recognition societies.

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The George Washington Society is the University's highest level of donor recognition. Its members are leaders in philanthropic support for the University and its programs. Lifetime membership is granted to individuals who have made outright gifts and pledges totaling \$100,000 or more.

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The Luther Rice Society recognizes those who have made gifts of \$1,000 or more between July 1, 1991 and June 30, 1992. The individuals in the following associate groups provide vital annual support for the University and its many programs.

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